

Developing Teacher Leadership Skills: Instructional Coaching Techniques for EFL Educators

This session will describe how schools and other institutions can build capacity for serving English learners through teacher-to-teacher coaching.

During the session, participants will:

- learn how to identify professional development coaches for colleagues
- be guided through the English Learners in the Mainstream (ELM) coaching process, a framework that uses pre- and post-coaching observations, with a focus on best practices for English language learners
- be provided with a toolkit of resources for teacher professional development



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Dr. Michelle Benegas is an assistant professor at Hamline University in Saint Paul, Minnesota. Her TED^x Talk, *Confessions: New Teacher of Newcomers*, tells of her early ESL teaching experiences with Minnesota's newcomer population. Beyond her work in ESL teacher preparation, Michelle is also the principal investigator of the ELM (English Learners in the Mainstream) Project, a U.S. Department of Education-funded initiative aiming to ensure that all teachers are prepared to meet English learners' needs through teacher leadership.



Amy Stolpestad is the Director of the ELM Project at Hamline University. She is a licensed K-12 ESL teacher and an experienced teacher educator. Amy began her education career in 1994 with Teach For America, teaching Spanish and English in Louisiana. After earning her Master of Education degree at the University of Minnesota, she taught elementary ESL in Minneapolis and Saint Paul. Most recently, Amy served as a program director and executive director for an educational non-profit organization.



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The ELM Project

- Created to help English language teachers share their expertise with content-area teachers through instructional coaching and teacher leadership
- In EFL settings, the ELM coaching model can...
 - help English teachers share knowledge and expertise with each other
 - build professional, collaborative relationships between teachers
 - **improve instruction for students!**



The ELM Project at Hamline University is funded by a generous grant from the United States Department of Education's [Office of English Language Acquisition \(OELA\)](#).

The ELM Project Model for Coaching

- English teachers as coaches of teachers AND teachers of students
- Relationship focused
 - Shared knowledge
 - Equity
 - Based in conversation



Identifying Professional Development Coaches

- Start with volunteers



- Great coaches know how to work with adults



- Great coaches know their subject area well



Who Should Be Coached?

- Start with volunteers



- Find colleagues who already have a good professional relationship established
- Choose teachers that have common planning time



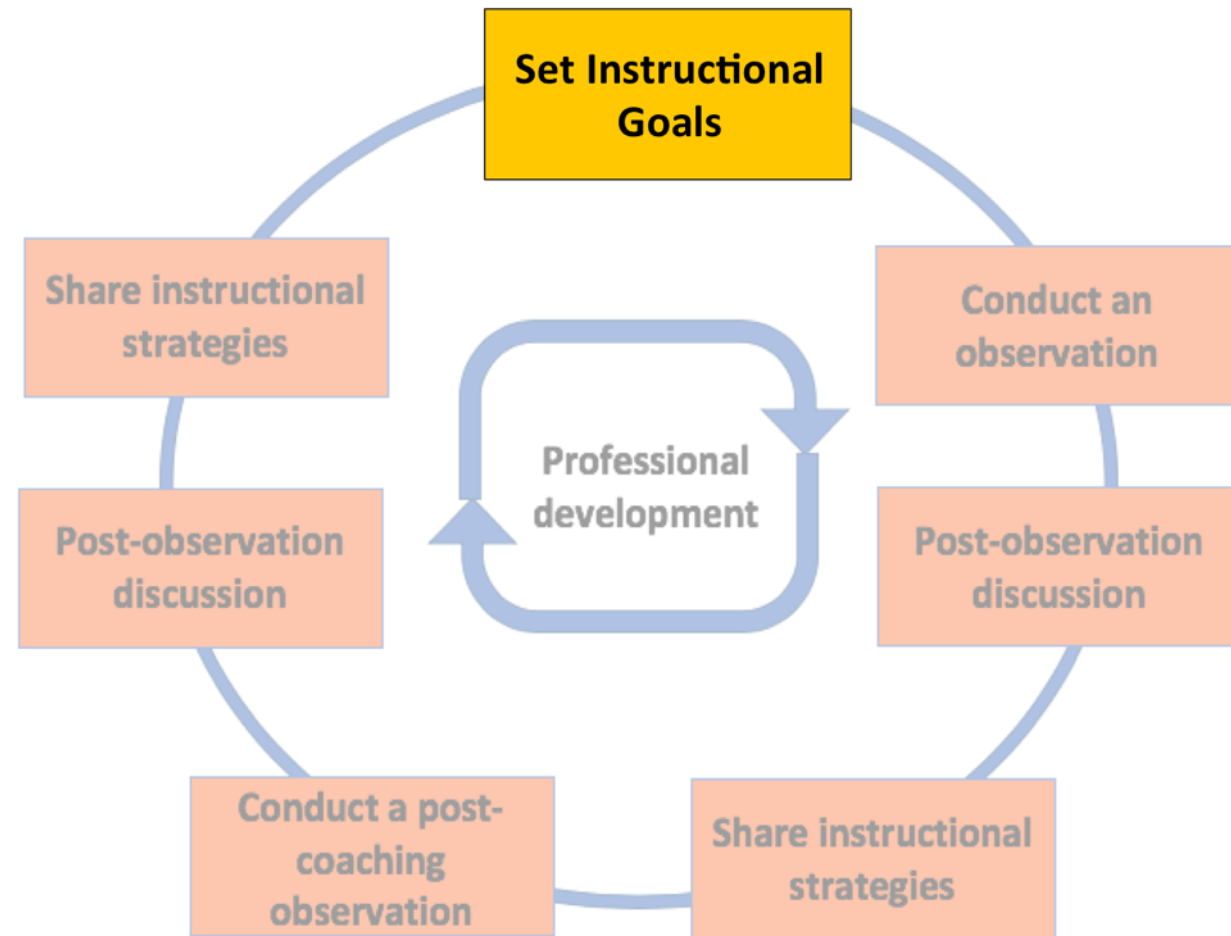
The ELM Coaching Cycle



Step 1: Set Instructional Goals

Set a time to meet with the teacher that you are going to coach.

- Have a conversation about instructional goals
- Both the coach and the teacher should take notes to record the goal(s)



Setting Instructional Goals

Key questions to ask:

- What would you like to work on in your teaching practice?
- Where do you see your students struggling in their language learning?
- What do you notice about your students' English production?



Sample instructional goal:
Increase oral interaction in class

Step 2: Conduct an Observation



Sample instructional goal:
Increase oral interaction in class

Observe the teacher you are coaching and look for ways that students are using oral English in class.

Conducting an Observation

Things to look for:

- Opportunities for whole group interaction
 - *Example:* Are students using English when asking questions?
- Opportunities for small group interaction
 - *Example:* Does the teacher put the students in small groups and give them a task that requires them to speak in English?
- Opportunities to individual interaction
 - *Example:* Do students work in pairs using English to communicate?

Step 3: Post-observation Discussion

Sample instructional goal:
Increase oral interaction in class

Plan to meet soon after your observation in a private place.



Conducting a Post-observation Discussion

- Invite the teacher to share what they think went well in the lesson
- Ask what they would like to improve
- Share your own teaching successes related to the goal
- Brainstorm new ways to address the goal



Step 4: Share Instructional Strategies



Sample instructional goal:
Increase oral interaction in class

Provide your colleague with strategies that will help him or her reach the instructional goal.

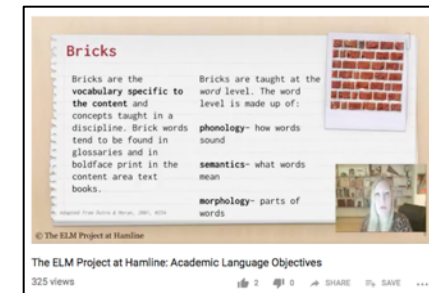
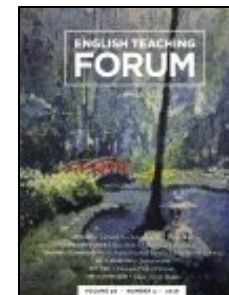
Sharing Instructional Strategies

What are some of your favorite teaching approaches for encouraging students to speak?

Draw from your own teaching experience to help you gather resources to share with the teacher you are coaching

Resources can include:

- lesson plans
- activities for oral interaction
- websites
- articles



Step 5: Conduct a Post-coaching Observation

Sample instructional goal:
Increase oral interaction in class

The post-coaching observation occurs after coaching conversations and resource sharing.

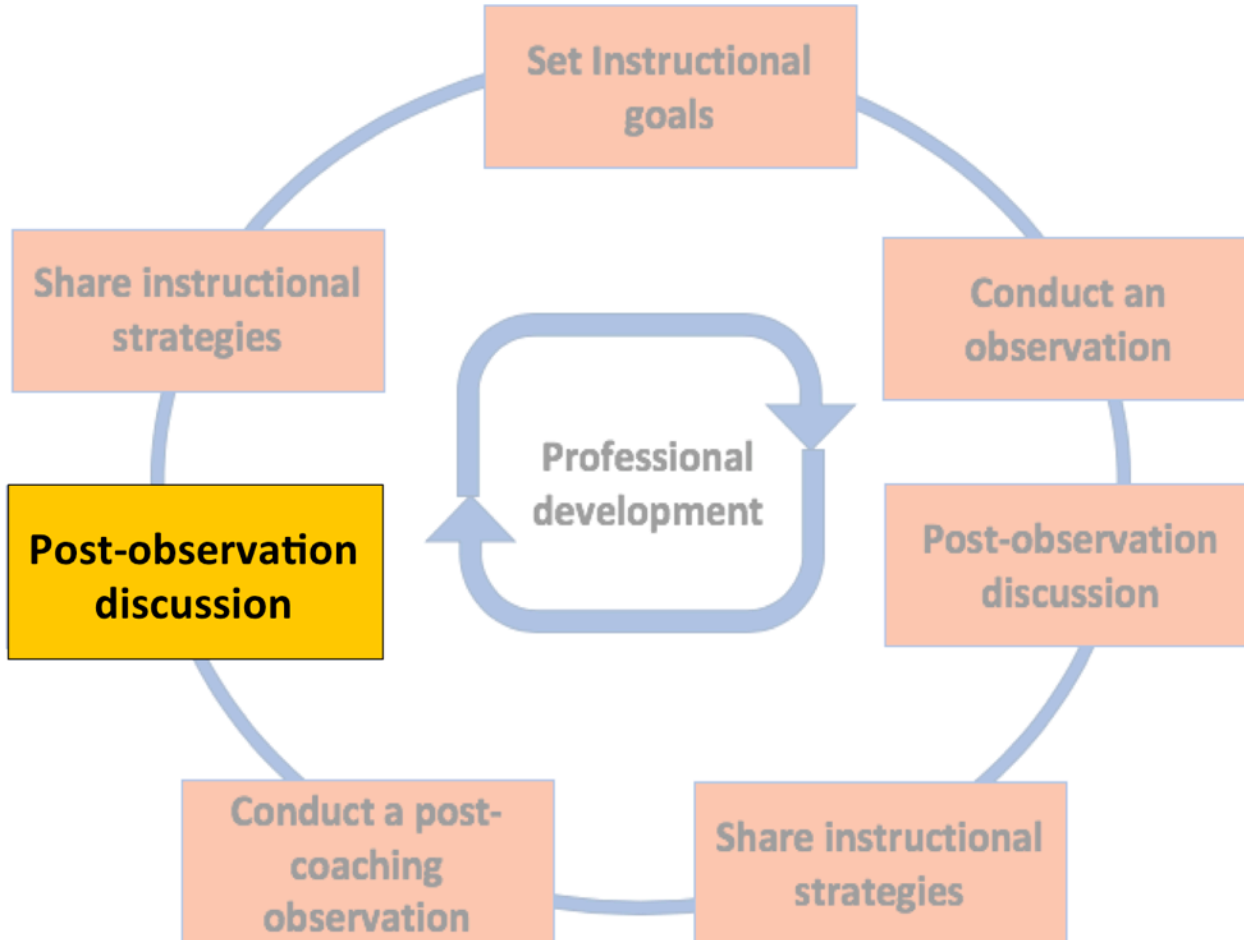


Conducting a Post-Coaching Observation

Things to look for:

- Opportunities for whole group interaction
 - *Example:* Are students using English when asking questions?
- Opportunities for small group interaction
 - *Example:* Does the teacher put the students in small groups and give them a task that requires them to speak in English?
- Opportunities to individual interaction
 - *Example:* Do students work in pairs using English to communicate?

Step 6: Post-observation Discussion



Sample instructional goal:
Increase oral interaction in class

This is a time to discuss and celebrate the changes that occurred between the pre- and the post-observations.

Post-coaching Observation Discussion

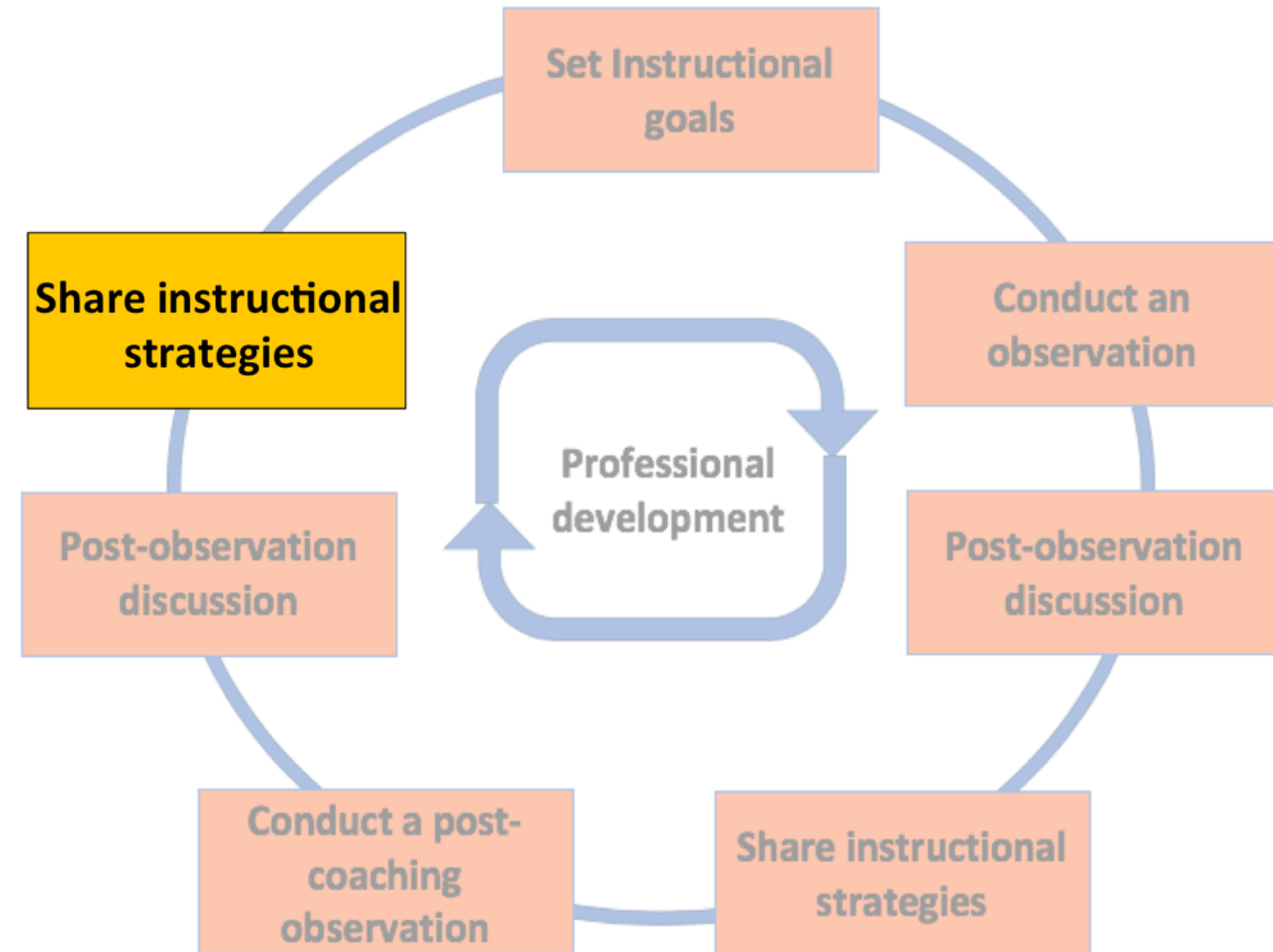
Sample post-coaching observation discussion guide

1. Do you believe that you have met your instructional goal?
 - a. If yes, what did you do differently that helped you meet this goal?
 - b. If no, what will you try next time to help you meet your goal?
2. What did you learn about your students in this process?
3. What did you learn about yourself?
4. What will you do differently in the future?
5. Would you like to continue working on this goal?

Step 7: Share Instructional Strategies

Sample instructional goal:
Increase oral interaction in class

This is a time to follow up with more resources that might be useful after the post-coaching observation and related discussion.



Sharing Instructional Strategies (round two)

If the teacher would like to continue working toward the same goal or has additional questions, the coach should:

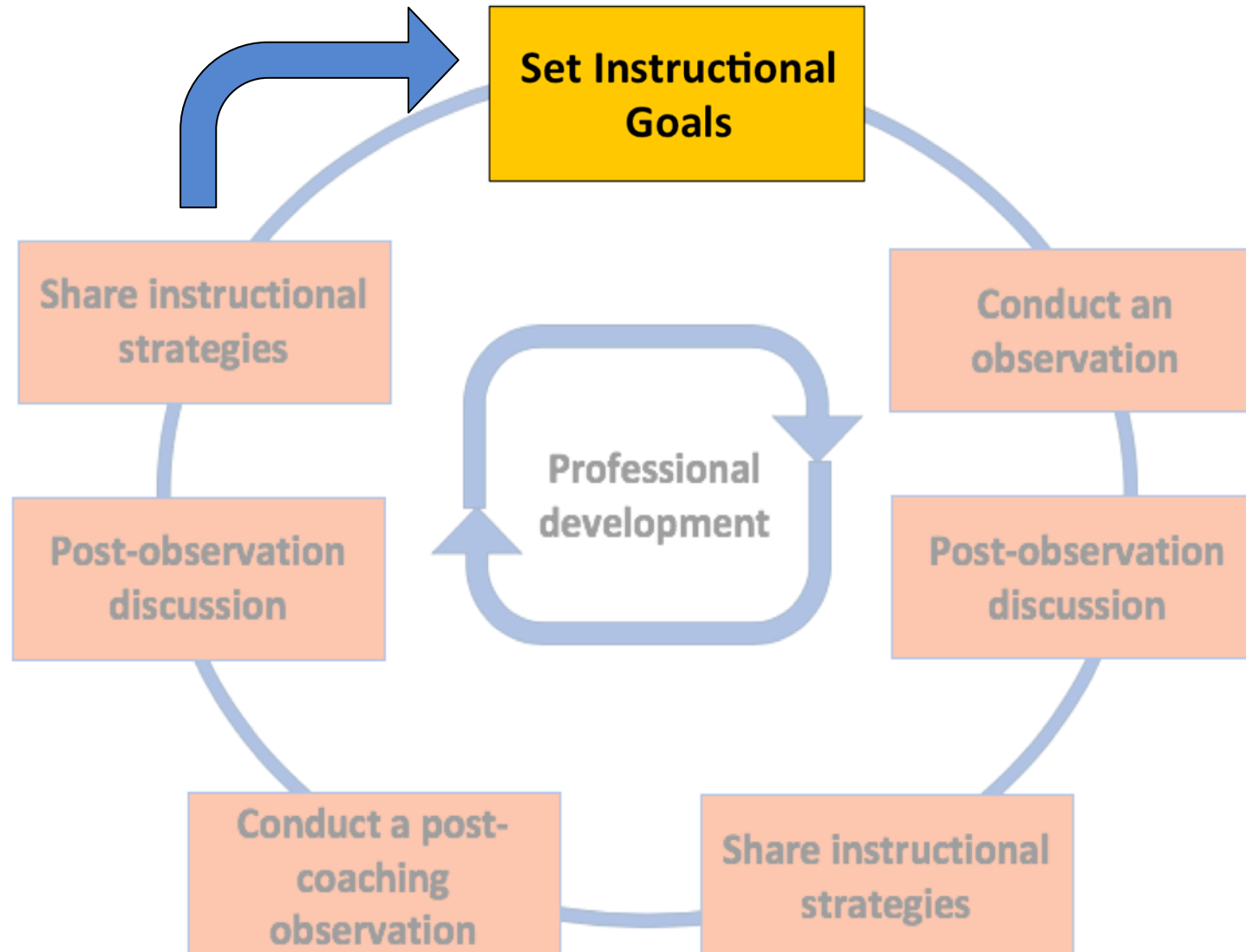
- gather additional resources on the topic
 - articles
 - books
 - activities
 - videos



Lesson Plan Template		
Class Date:		
Background Information:		
Course Name/Description:	Institution:	Lesson Length:
Description of Students:	Level:	Number of Students:
Lesson Information:		
Lesson Objectives — Students will be able to:		
Specific skills/content focus:		
How does this lesson fit in with the previous and next lessons?		
Lesson Plan:		
Time	Procedure	Materials and Rationale
		Materials:
		Materials:

- consider having the teacher observe the coach teach

Start the Coaching Cycle Again!





The ELM Toolkit

for Teacher Professional Development

❖ **Coaching**

- ELM Support Tool for EFL
- Norms of Collaboration

❖ **Academic Language**

- Building Academic Language Objectives for EFL
- Video Lecture of Academic Language for EFL

❖ **Action Plan**

- Description of ELM for EFL Action Plan
- ELM for EFL Action Plan

❖ **Database of Resources for Professional Development**

Summing up

- **Coaching can work in a variety of school settings!**
 - How do you think this model might work where you teach?
- **Teachers interested in coaching can take turns being the coach**
- **Not all parts of the ELM Coaching Model have to be used. The key idea is that there is an opportunity for teachers to share their expertise with each other**

Thank you!

Please stay in touch with us!
Check out our work at www.tinyurl.com/elmpoint



The ELM Project at Hamline



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Thank you!

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